Future makers future markets

Future makers future markets is a work integrated learning [WIL] project that aims to prepare media graduates to enter a contemporary media industry where social and participatory media is emerging as an important field.

In 2010 future makers future markets trialed a learning program, based in an existing course, aimed at developing relevant pedagogy and course design around the potential of social media.

Project team:
Kyla Brettle, Media, School of Media and Communication
Marius Foley, Communication Design, School of Media and Communication
Jessica Noske-Turner, Media, School of Media and Communication

Kyla Brettle, Marius Foley 2011
Executive Summary

Social media is having a significant impact on institutionalized communication and its various disciplines from marketing through to advertising, teaching, journalism and the mass media. Youtube videos are a feature of political campaigns and Facebook pages are used to connect businesses with clients and customers. In the education sector blogs and wikis have become a familiar coursework element and a Twitter is a live feed out of most newsrooms. The impact of social media on traditional media production of radio, television and print is no less dramatic.

The 2010 Future Markets Future Makers project, resourced by RMIT University’s Learning and Teaching Innovation Fund, examined practice-based solutions to developing social media production competencies in final year media students. This report outlines and analyses the learning project case study and presents key findings and questions requiring further investigation.

In this project we ask, how do we prepare media graduates to enter an emergent, professional practice in social media production?

A key attribute of our response is a work integrated learning (WIL) pedagogical framework. WIL involves teaching within a realistic work situation (actual or simulated) and where a ‘distinctive source of feedback’ – envisaged as industry or client feedback – underpins student learning. Work integrated learning is particularly suited to final year students and is key in fostering a ‘transitional space’ for graduates moving between higher education and industry.

To facilitate a realistic work situation for students involved in future makers future markets the project My Tribe was established as a collaborative community project with ABC Radio National’s 360 Documentaries and social media site ABC Pool. The production project aim was to develop a participatory (user generated content) exhibition and showcase. Students involved investigated and performed in the emerging role of social media producers for the ABC via project My Tribe. The learning experience was scaffolded by a student centered reflective practice framework, which placed value on knowledge and insight gained over production outcomes.

“If we conceive of online spaces as extremely complex causal networks, we will see that a single comment can, theoretically, make unexpected and profound changes to the online environment holistically. This means that we cannot assess the work of a social media producer by simply counting the number of comments that he or she made. Each comment has the capacity to influence many different users, who may in turn influence more and more users...

Student Blog reflection http://neuraldisarray.wordpress.com/2010/06/02/smp-final/

The student project and the learning framework has been evaluated and analysed from several vantage points: evaluation by the Educational Research Evaluation Network (EREN) established as part of the project; an ethics approved review of student blogs and CES data; an ethics approved participant response (ABC Radio National and Pool staff) and our own reflections and conclusions.

The outcomes of this study have subsequently led to revitalizing a second year course using key findings that emerged out of the future makers future markets project. Teaching materials, including a lecture and learning program, have been developed for this introductory course.

The production project, My Tribe, was highly regarded and perceived as a success by industry collaborators, ABC Radio National and ABC Pool. The project has been selected for re-
development as the centerpiece project for the launch of the new ABC Pool website. In 2011 the project will continue to build on its capacity to foster and facilitate WIL involvement from media production courses.

One journal paper is in progress; *Future makers future markets: forward looking WIL* will outline the project and disseminate our findings. A Social Media Education Network has also been established on ABC Pool (http://pool.abc.net.au/) to continue research into social media as a professional practice. This will consolidate a community of interest of media researches and educators in the field and continue the dialogue.
Key Outcomes

The *future makers future markets* project has resulted in the following outcomes:

- A successful WIL (work integrated learning) experience for students completing the Media Program course, Production Project 1, COMM2322, 2010.

- Development and re-design of the Media Program course, Integrated Media 2, COMM2243. Concept accepted by the Media Program head and online production teaching staff – to be implemented in 2011.

- Professional experience, production opportunities and high profile exposure for a number of high performing students enrolled in COMM2322, 2010.

- Key contribution to a highly successful participatory project, *My Tribe* produced in collaboration with the ABC. *My Tribe* has been selected by ABC Pool as one of four projects to launch of new Pool website [February 2011].


- Enhanced education linkages via development of collaboration with Salford University UK around pedagogy for social media and strengthened relationships with Australian universities working into the *My Tribe* project.

- Contribution to the School research community via active involvement in the establishment of the Social Media Emerging Research Group in the School of Media and Communication.
Acronyms used in the report and their meanings

SMP  Social media producer
WIL  Work integrated learning
RN   Radio National
CES  Course evaluation survey
EREN The education, research and evaluation network established for the purpose of evaluating this project
SMERG Social Media Emerging Research Group in the School of Media and Communication
**Project Description and Rationale**

*Future makers future markets* is a work integrated learning [WIL] project that aims to prepare media graduates to enter the contemporary media industry and develop skills and competencies in the emergent practice of social media production.

Undertaken in 2010, the project’s research focus was to develop relevant WIL pedagogy and course design around social media production.

**Rationale**

As media practice changes in response to new opportunities and technologies it is imperative for media education to keep pace. One of the challenges for future media graduates will be to read new and emerging situations and to locate professional positions within them. This requires a range of skills in research, comprehending the situation, constructing a relevant professional profile and experience, and entrepreneurial aptitude. This educational research project was directed at developing a pedagogical program that would give students opportunities to explore and develop a suite of fluid, professional skills and abilities.

**Methodology**

We employed a practice-based research methodology; introducing the creative project into the course and the observing and analyzing it from several viewpoints. Our research materials include our own observations, reflections from staff teaching into the course, student responses to the course articulated in the course evaluation survey and their reflective blogs. We also interviewed ABC partners about their experience of the project and appraised the efficacy of the project in a professional context. Our research findings will inform future iterations of the project (and similar projects) and help us improve our collaborations with industry partners and the opportunities we can generate for our students.

**Project design**

The core element of the *future makers future markets project* was involving and integrating the collaborative project *My Tribe* into the existing structure of the first semester 3rd year course, Production Project 1 (PP1), COMM 2322.

*My Tribe* is a multimedia exhibition of public work exploring themes of identity, community and belonging. Members of the Pool community and the RN 360 Documentaries audience were invited to contribute to the project. Participants could contribute stories, images, video and radio to the virtual workplace and exhibition space on the *ABC Pool* site. Participants could also contribute to the online community by reviewing entries and leaving comments. A competition was established to prompt community response. Works that were selected would be featured on air and online at ABC Radio National as well as on the big screed at Federation Square in Melbourne. *My Tribe* also had presence on Facebook, Twitter and Delicious in addition to its primary ABC online locations (showcase, blog, pool groups).

PP1 students were involved in the development of *My Tribe* and were exposed to much of the negotiation process with the ABC. This unique perspective gave students the experience of being on the inside of a ‘real’ project run by the national broadcaster. Once the project launched in public, they then acted as Social Media Producers (SMPs).

As SMPs students were allocated specific tasks aimed at promoting and publicising the project; enticing people to participate; developing a sense of community; provoking story ideas and activities; curating works for exhibition; and producing their own contributions to the collection. The following task groups were formed:

- **Pool Group**: manage the Call-Out and propose weekly themes for participants to respond to
Facebook/Twitter Group: produced ideas for alternative content for the site; alerted members of updates and new material
Federation Square (Large Screen) Exhibition Group: organize and curate an exhibition of *My Tribe* works
RN Broadcast Group: solicit and suggest work for radio broadcast
RN Online Group: generated ideas for the RN website presence and develop innovative ways to engage the *My Tribe* community around the selection of the ‘best of’ the exhibition.

Students experienced the SMP role from the marketing end of the spectrum through to collaborative production and community development. The scale of the project impressed upon the students the need to plan for a complex project and focused their attention on organisational requirements, such as structuring a viable job plan and maintaining regular documentation. Collectively students identified the need for a job group liaison representative to work between the job groups and facilitate effective communication.

The project was designed to contextualise social media as part of conventional or heritage media-making to help understand that broadcast programs are no longer isolated media ‘events’ but situated within a media ‘world’, which includes a suite of social media (Facebook, Twitter, Flickr and so on). Industry partners Claudia Taranto, Executive Producer RN 360 and members of the Pool Team, Jonathon Hutchinson and John Jacobs maintained communication with the SMPs and provided feedback throughout the project. This, along with the public nature of the project, established the real-world character of the experience. Comments from the students on the Course Experience Survey indicate that the proximity to the ABC was seen as an advantage and a genuine industry engagement.

Over the duration of the project a number of issues surfaced that necessitate more thought and an alternate strategy. The scale of the project, the large number of students and the lack of prior orientation towards professional practice in a social media context led to a sense of unnecessary complexity. This was evident in the workload for staff and a level of disengagement in some sectors of the student cohort. A handful of students also expressed feeling disenfranchised by not being able to construct the project from its inception (the theme and its essential characteristics were established before the students became involved). This was further complicated by the fact that there was some perceived inequitability in the job tasks set between the management groups. Some jobs were seen as more desirable than others.

In review, we concluded that the next iteration of the course should be reduced in scope and focused as an introduction to social media production in second year. This course would prepare students with the key skills and understanding of the role of a social media producer. Students would be able to draw on these skills, along with their audio and visual production skills in the development and design of transmedia narratives in third year.

Key knowledge and skills of working with social media include:
- Understanding the role, importance and uses of social media within heritage media industries
- The ability to read the embedded valued and implied central subject of a range social media platforms as well as self-learn technical competency in an unfamiliar platform
- The ability to ‘write’ for a range of social media platforms in a range of media
- The ability to manage and construct a professional profile and ‘voice’ as a social media producer
- The ability to be a community leader within a networked environment – to inspire and engage others in creative projects
- The ability to collaborate with both professionals and non-professionals
- Good understanding of copyright law and creative commons licensing
- The ability to source usable existing media online
- The ability to design and produce a participatory project
Project Outcomes and Impacts

DIRECT OUTCOMES AND IMPACTS FOR STUDENTS

The Future makers/future markets project enhanced the WIL component of the course, Production Project 1, COMM 2322, 2010.

Student’s collaborated with the ABC on the participatory project, My Tribe – getting an insiders experience on what it means to design and run a participatory project with the national broadcaster. Students were included in discussions about key elements of the project, managed other elements, and also received feedback and comments on their progress and ideas from ABC RN and Pool staff. Some of these interactions are recorded in the course blog, Tribal Productions (http://comm2322.wordpress.com/). Students were credited for their participation as members of the Production and Community Development Team (http://www.pool.org.au/users/my_tribe_hq)

“In previous courses, words like collaboration and appropriation have been thrown around a lot. But, I don’t think anyone has actually ever seen my two integrated media projects, and I only dusted off the ol’ tv 1 epic last week. What I’m getting at here is the fact that once completed, my work has never really gone much further. With My Tribe, and the role as a social media producer, completing the piece is only the first step. As mentioned, my two videos have ended up on flashmob fan pages in France, in the YouTube favourites of the under 17 full bore rifle shooting champion, and presented at Fed Square as part of the larger, living, breathing, organism that is My Tribe. Photos that I’ve emailed to a friend have ended up on Tumblr pages, and camera work I did is being complemented by Holga fanatics and fans of Bishop Allen. For me, my role as a social media producer for My Tribe has opened my eyes up to the concept of open creative networks, to online collaboration, to life after creation in the online realm. Evidently, it’s not something you can really learn without doing. This semester I have done.


Involvement in My Tribe created real opportunities and professional exposure for PP1 students. Student opportunities generated include:

- Ross Richardson offered an internship with ABC Radio National Marketing Manager, Nicola Fern. (see Appendix item#1 for email of confirmation from Nicola Fern)
- Numerous other student work selected for exhibition on the big screen at Federation Square and also on the ABC Radio National ‘Best of My Tribe’ showcase http://www.abc.net.au/rn/360/features/mytribe/showcase/

In the course evaluation survey students commented positively about the WIL element of the course, see Appendix item #2 for details.

A detailed presentation about the course as a WIL initiative was delivered to the project evaluation network in August 2010. See appendix item #3 for a copy of slide materials presented.
INTERNAL OUTCOMES AND IMPACTS FOR THE SCHOOL OF MEDIA AND COMMUNICATION AND THE MEDIA PROGRAM

A key outcome of the future makers future markets project is the re-development of the second year media program course, Integrated Media 2 (IM2), COMM 2344.

Our research revealed the importance of social media production and work integrated learning as components of a comprehensive media degree – but that these elements should not necessarily be tied together. After evaluating the project we concluded that social media production should be introduced to students as a skills-set alongside heritage media (radio and television) production skills during second year – as opposed to introducing it as a professional practice in a WIL environment in third year. Making this shift would sit more comfortably within the logic of the existing program, which characterizes second year as the ‘skills year’ and third year a period when students consolidate and develop (rather than learn new) production skills through exploring them in a professional or ‘real world’ context.

We discussed our redevelopment concept with program director, David Carlin and also media program staff who teach into online production courses. The concept found favour and we set about redeveloping the course. In December 2010 we presented the developed concept for review and critique to relevant staff (see presentation materials in Appendix item #4). We received valuable feedback that helped improve the course concept immensely.

Since then we have reworked the concept and the Media Program is set to implement it in semester 2, 2010 (in Appendix, item #5, see letter of support by Program Director, David Carlin).

The future makers future markets project has also had an impact on the school research community by making an important contribution to the establishment of the Social Media Emerging Research Group (SMERG) in the School of Media and Communication. (Appendix, item #6, Extract of SMERG capabilities document highlighting future makers future markets under the educational engagement section).

EXTERNAL OUTCOMES AND IMPACTS FOR THE SCHOOL OF MEDIA AND COMMUNICATION AND THE MEDIA PROGRAM VIA INDSUTRY AND INTER-INSTITUIONAL LINKAGES

The future makers future markets project involvement in the My Tribe project strengthened our industry connection with ABC Radio National and ABC Pool. The collaboration was successful, yielding positive outcomes for our ABC partners. Informally and in interview the project executive producer, Claudia Taranto, praised My Tribe and student involvement. She also expressed her willingness to collaborate on another, similar project. My Tribe content was also noticed and praised by the Radio National Manager, Michael Mason (see email in Appendix, item #7). Similarly, we received an equally positive response from the Pool Team, who regard My Tribe as the most successful Pool project to date (see Appendix, item #8 for email about the statistical success of the project). My Tribe has also been selected by ABC Pool as one of four projects to launch of new Pool website [February 2011]

Developing our relationship with the ABC ties in with a strategic plan to develop a formal linkage between the School and the ABC. This is modeled on the Knowledge Transfer Project between the BBC and the English media research community where the two partner in industry and education based projects. It also aligns with the link between Salford University and the BBC. Our research into pedagogy for social media production and our strengthening relationship with the ABC will be the central elements of a collaborative workshop series with Salford University. Kyla Brettle and Marius Foley are involved in these investigations, extending the future makers future markets project.
The success and high public profile of the *My Tribe* project (and its impending iteration as *My Tribe 2011*) has forged unexpected industry and inter-institutional links. We have established ongoing relationships with Federation Square, the Urban Screens Association and Museum Victoria – relationships which all have strong developmental potential in the future. Our relationships with other tertiary institutions have also been strengthened. La Trobe University and the University of Wollongong, which participated in *My Tribe 2010* are keen to work into *My Tribe 2011*. 
Dissemination Strategies and Outputs

The dissemination strategy comprises two referred journal in articles in relevant publications (both in progress); ongoing presentations in the School and media education venues; and on ABC Pool.

Publications:

Title: Social Media Project Production – a learning program outline details the research project and findings.

Abstract:

Social media is having a significant impact on institutionalized communication and its various disciplines from marketing through to advertising, education, journalism and media in general. Youtube videos are a feature of political campaigns and Facebook pages are used to connect businesses with clients and customers. In the education sector blogs and wikis have become a regular part coursework and a twitter feed is an element of most newsrooms. The impact of social media on traditional media production of radio, television and print is no less dramatic.

Pedagogical research and discussion about teaching models and learning approaches, however, lag behind this emerging media practice. The 2010 future makers future markets project, resourced by RMIT University’s Learning and Teaching Innovation Fund, examined practice-based solutions to developing social media production competencies in final year media students. This paper outlines and analyses the learning project as a case study and presents key findings and questions requiring further investigation.

Submit to:

Action Learning: Research & Practice, Routledge, ISSN: 1476-7341

Title: You said what? An analysis of comments and feedback in a community of practice

Abstract:

Social media sites tend to operate as communities of interest and practice, particularly those that set up around media making. Communities develop particular personalities characterised by the people who populate the site and the media works they contribute to it.

Less obvious is the place of online discussions, often in the form of comments, and the role this conversation plays in constructing the site as a text. And how the comments can be used to read the social media text. In this paper we analyse over 500 comments made on the My Tribe ‘call out’ on the media networking site, ABC Pool (www.abc.net.au/pool), as a way to interrogate the question.

We regard the social media site as a creative form composed of media, people and their interactions. This introduces the hypothesis that new media forms will emerge out of these texts.

Submit to:

Learning, Media and Technology, Routledge, ISSN: 1743-989
Presentations:

Two internal (School) presentations to the Education Research Evaluation Network (EREN) formed specifically for the project. (See Appendix item #9 for presentation media).

Key contribution to the Social Media Emerging Research Group Capabilities SMERG document (see Appendix item #6).

*My Tribe* as an exemplar project for initial meeting with VicUrban stakeholders in the School’s Placemaking Project 2010.

Outreach

ABC Pool Education Network: creation of a sub-site on Pool for media educators. This space will provide leadership for educators wanting to work with Pool and also advise Pool on how to work with the education sector.

ATOM (Australian Teachers of Media) panel presentation for *ATOM Screen Futures Conference* Melbourne 9-12 July 2011. Panel title: *At the Curriculum Crossroads – Teaching Postindustrial Media*
Linkages

As discussed in ‘Project Outcomes and Impacts’, the future makers future markets project is part of a suite of research and education projects and initiatives that reinforce our ties with the national broadcaster. Weaving these ties into a formal relationship with the ABC is a strategic aim of the School of Media and Communication.

Also discussed above, the project has established relationship with other potential industry and inter-institutional partners, which have strong potential for further development.
Evaluation of Project Outcomes

The nature of the project
See project description above

The purpose and scope of the evaluation
The research evaluation outlined here aims to:

- Extract key learnings from the project and make sense of them for stakeholders and the audience
- Create the foundations for prospective development of the outcomes into tangible education models
- Form the basis for an informed conversation among a network of media educators and practitioners, via the ABC Pool site, and
- Establish the information published as part of the dissemination strategy

The stakeholders for the project and the audiences for the evaluation
Stakeholders:

- Media and Communication lecturers at RMIT as part of ongoing reviews into media education in the School
- ABC staff: Pool Team, Radio National and Radio Multiplatform Division as knowledge to use in developing social media projects in the future; and training material for prospective staff working in social media
- ABC Pool online community who will interact with students and others on the Pool site
- Media students at RMIT University, engaged in media studies that look forward into media practice

Audience

- National and international Media and Communication lecturers with an interest in new educational experiences; and the implications of social media to education
- Media students elsewhere preparing to enter the workforce
- Researchers in the community of practice who are engaged in the discourse around social media
- General social media participants, particularly those who use social media for professional outcomes
The key evaluation questions, which the evaluation will address

An Education Research Evaluation Network comprising internal staff was set up to evaluate the project and findings. The group met twice, providing valuable feedback, which informs the final recommendations. (The presentation media is attached as Appendix items #3 and #4).

Students were invited to contribute feedback on the project in three Ethics approved instances:

- Request to review their reflective blogs
- Request to review CES data including two additional questions:
  1. I think it is important for future media practitioners to understand the role of the Social Media Producer [strongly disagree > strongly agree]
  2. I feel comfortable putting my project work in the public space [strongly disagree > strongly agree]
  3. I think the use of social media [blogs, wikis, Facebook, Pool and so on] enhances face to face teaching [strongly disagree > strongly agree]
- Invitation to participate in a focus group about the research

We received over 50 (out of 75) acceptances to the requests. Due to time constraints we did not go ahead with the focus group.

Initially we intended to invite educators from other institutions onto the EREN panel. However it became that this would be logistically difficult and unlikely to be of immediate benefit given the complex nature of the research project. A key objective of the project has been to articulate the concepts that surround the intersection of social media and professional practice. This is now possible, due to the discussions we have held with participants who have been close to the project.

Instead of bringing external parties in at that point we have taken the initiative to establish a place on the ABC Pool site to hold this dialogue in the future. This will produce a sustainable outcome from the project.

The lessons learnt from the project include:

- Social media is an emergent practice. As such it is difficult to define the constituent practices within it. This is an ongoing issue that will be more easily dealt with once sufficient research aggregates around the field.
- Bringing students into a public environment requires attention to the interaction. This is the case from both the student’s perspective as well as the community they move into. We are developing guidelines to alleviate this, which will be published on Pool.
- Social media is relatively unsophisticated in how it operates technically. Integrating various social media platforms is currently unwieldy and time consuming. This is expected to change as the technology develops.
- Preparing graduates to work in a fluid and changing environment requires a shift in the focus of media education, away from the media product and towards the media practice. It requires
attention to professional behaviour in public, privacy protection and understanding of the nature of public media.

- The objective of introducing social media as a professional media production space requires prior experience of social media processes earlier in the student program. Hence the focus on professional social media practice put forward in the revised course proposal.

**How the information will be collected and analysed**

The information has been reviewed by the researchers and presented to the evaluation panels. From this we have developed the course proposal and teaching materials for the next iteration.

**The resources and skills are required to conduct the evaluation**

Understanding and experience of:

- Social media
- ABC Pool website and community and its opportunities and limitations
- The RMIT Media program: its structure and logic as well as the material covered
References

Blossom, J., Content nation: surviving and thriving as social media changes our work, our lives, and our future, Indianapolis, Wiley Pub., 2009


Hartley, J., The uses of digital literacy, St Lucia, University of Queensland Press, 2009


Networked publics ed. Kazys Varnelis, Annenberg Center for Communication, University of Southern California 2005


Appendix

#1 Email from Nicola Fern, ABC Radio National Marketing Manager re student Ross Richardson’s internship.

#2 CES data about the WIL experience – summary of comments

#3 Powerpoint presentation 1 – course de-brief

#4 Powerpoint presentation 2 – IM2 concept

#5 Letter of support by David Carlin, Program Director, Media, School of Media and Communication.

#6 Social Media Emerging Research Group capabilities document highlighting future makers future markets (under the educational engagement section)

#7 Email from Michael Mason – Radio National Manager re success of My Tribe

#8 Email from Pool Community Manager, Jonathon Hutchinson about statistical success of My Tribe
APPENDIX, ITEM #1

Email from Nicola Fern, ABC Radio National Marketing Manager

Dear Kyla

A belated thank you for enabling Ross Richardson to complete an internship with me following his contribution to the *My Tribe* project on ABC Pool.

Ross worked with me in Radio National Marketing for a day a week, over seven weeks last year. He showed initiative and enthusiasm in terms of the tasks assigned to him, specifically the development of a social media strategy for ABC Radio National. He took advantage of the opportunity to meet staff around the ABC and acquaint himself with the ABC’s various policies and processes.

I hope that we can explore further collaborations of this kind between the ABC and RMIT in the future.

Kind regards,

Nicola Fern

Marketing Manager,
ABC Radio National
APPENDIX, ITEM #2

CES DATA – student’s comments about the WIL & ‘real world’ aspect of PP1

“Being involved in a actual production project and witnessing our own results fro work we put in.”

“Working on a real world collaborative project with the ABC. Running the project with professionals.

“Interaction between the industry and the students”

“Working with the ABC - meeting media practitioners who can assist in your career”

“Real world’ learning - ie. Actually working with Pool/ABC it’s good practice and learning experience, and good for CV, Also public presentation of work provides opportunity for critical feedback and reworking.

Getting work displayed online and in public forums

“Very relevant to media use today. It’s preparing us in a professional way how to conduct ourselves in the media industry.”

“I didn’t feel it was an established enough class, that I can take things away from in terms of my future”

“Working with the ABC”

“Controlling a big social media project is a very worthwhile experience”

“Liked the ‘real world’ aspect of it

“The association with ABC RN provides a fantastic opportunity for me to get my work notice by professionals in the industry”

“Hands on deep end learning project based learning has been a good experience”

“The rewards and incentive - ‘real world’ connections with ABC, Pool, Fed Square etc"
APPENDIX, ITEM #3

First Evaluation Panel presentation

---

**KEY CONCEPT**

The emerging professional role of the Social Media Producer

---

**GUIDELINES / SCOPE**

- Production Project 1 (PP1) existing framework
- Work Integrated Learning (WIL)
- ABC Pool
- Radio National participatory project model

---

**PROJECT: FUTURE MAKERS/FUTURE MARKETS**

- Facilitate the incorporation of the My Tribe participatory project into PP1
- Ethics approval for data collection plus compile bibliography
- Collaborate on PP1 learning task outline

---

**STUDENT EXPERIENCE: LEARNING TASK**

- SMP (social media producer) learning task 'Transmedia' production Community building Profile development
- Task management/documentation job plan Reflective blog Final Report

---

**STUDENT EXPERIENCE: TRANSMEDIA PRODUCTION**

- Contextualising social media production as part of the heritage media ‘machine’
- Reading the dynamic elements of a collaborative, transmedia participatory project

---

**OUTCOME: TRANSMEDIA PRODUCTION**

- **My Tribe**
  - Pool Group
  - Fed Square Group
  - SN 360 Broadcast group
  - SN 360 online group

---

**STUDENT EXPERIENCE**

“Real world” learning - ie. Actually working with Pool/ABC it’s good practice and learning experience, and good for CV. Also public presentation of work provides opportunity for critical feedback and reworking.”

“Very relevant to media we use today. It’s preparing us in a professional way how to conduct ourselves in the media industry.”

---
FUTURE MAKERS FUTURE MARKETS

STUDENT EXPERIENCE: COMMUNITY BUILDING

- Recruiting participants, fostering involvement and harvesting content
- SMP spectrum: from dry (marketing exercise) to the wet (collaborative production)

STUDENT EXPERIENCE: PROFILE DEVELOPMENT

- Developing an online identity as a professional
- Modelling behaviours and mentoring others

STUDENT EXPERIENCE

...with my tribe, and the role as a social media producer, completing the piece is only the first step. ...for me, my role as a social media producer has opened my eyes up to the concept of open creative networks, to online collaboration, to life after creation in the online realm, evidently, it's not something you can really learn without doing. This semester I have done. Final, third semester.

STUDENT EXPERIENCE: TASK MANAGEMENT

- Structuring the learning within a professional context (the job plan)
- Practice based learning, that is process rather than outcome focused (reflective blog)

TEACHING MODEL

- Job Plan
- Reflective blog
- Final report

STUDENT EXPERIENCE

If we conceive of online spaces as extremely complex causal networks, we will see that a single comment can, theoretically, make unexpected and profound changes to the online environment holistically. This means that we cannot assess the work of a social media producer by simply counting the number of comments that he or she made. Each comment has the capacity to influence many different users, who may in turn influence more and more users...

Josh Mitchell-Kaye, 3rd yr student
APPENDIX, ITEM #4

Second Evaluation Panel presentation

**FUTURE MAKERS FUTURE MARKETS**

**PROPOSAL**

**INTENTION**

Social media as a professional medium: storytelling through integrated media

- Research and analysis of range of social and participatory media platforms and projects
- Produce media that is equally focused on developing a meaningful process/experience for user over the production period and a quality outcome for a legacy media platform

**COURSE STRUCTURE**

Bring SMP into 2nd year as preparation for later studies

- Integrated Media: Two workshops participatory storytelling and the emerging role of the social media producer within legacy/technical media industries
- Students will:
  - Create participatory media objects
  - Build an experimental, innovative and collaborative approach to media development and production
  - Develop sophisticated ideas about the role between content and medium and also producer and audience

**RESOURCES + ACTIVITIES**

- Learning resources:
  - "The Social Network"
  - "Generation Why?"
  - "Lovino: You are not a gadget"
  - "UGC in the BBC"
  - "Harley Digital Den"
  - "Jennings: Convergence Culture"
- Social media research examples:
  - "the story of how it evolved, how it progressed to the current version, what it represents"
  - "Working with the Public"
  - "Reflective practice as a form of research"
- Media examples:
  - "showing how social or participatory media is used"

**RESOURCES + ACTIVITIES**

- Platform analysis:
  - Analyze media sharing sites in terms of functionality and as cultural artifacts
- "Usefully: what the platform is capable of, other platforms it speaks with"
- "Technical questions and problems"
- "Learning a new platform: how to set up a profile, and work out what the space can do"
- "Integrating or event platforms"
- "Collaboration" uploading for usability (15 event site of audio and video files)
- "Using media"
APPENDIX, ITEM #5

Letter of support by Program Director David Carlin

Dear Kyla

I was pleased to have the educational research project *Future makers future markets* running in COMM2322 Production Project 1 (PP1) last year. Your presentations on the outcomes highlight the need to develop offerings around Social Media and ways to prepare graduates for future work in the media industry. The PP1 *My Tribe* student project, which I taught into, gave the students and teachers an insight into the complex nature of transmedia productions and working in real world situations.

The proposal to refine the teaching program and deliver it as a second year course is well considered. We look forward to implementing the recommendations this year.

Best wishes

David

Dr David Carlin

Program Director (Media)
School of Media and Communication
RMIT University
office: 9.4.34 (city campus)
GPO Box 2476, Melbourne VIC 3001
tel: +61 3 9925 3934
Web: www.rmit.edu.au/mediacomms
media.rmit.edu.au/research/people/david-carlin
CRICOS provider code: 00122A
APPENDIX, ITEM #6

Social Media Emerging Research Group capabilities document highlighting Future Makers under the educational engagement section (extract)
From: Michael Mason  
Sent: Friday, 16 April 2010 10:34 AM  
To: Claudia Taranto  
Subject: RE: Pool My Tribe blog post up!

Hi Claudia

Thank you for the link - wow these contributions are fantastic, already. Just so nicely told. I love the Castlemaine Rifle Club. It is amazing that they have got involved. Loving it, thank you

Michael Mason

Group Program Director/Acting Manager  
Radio National
APPENDIX, ITEM #8

Email from Pool Community Manager, Jonathon Hutchinson about statistical success of My Tribe

From: Jonathon Hutchinson  
Sent: Monday, 3 May 2010 2:49 PM  
To: ‘Kyla Brettle’; Claudia Taranto  
Subject: Some great stats for My Tribe

Hello Kyla and Claudia,  
Andrew Davies has just extracted the latest Webtrends stats to reveal My Tribe as a popular destination:

Data from Webtrends:  
Views to top ten pages:  
1. frontpage- 7,316  
2. /page Login- 2,907  
3. /about - 2,258  
4. /forums - 2,171  
5. /My Tribe- 2,121  
6. /Explore- 2,918  
7. / Explore All- 1,525  
8. / My Tribe in progress - 1,525  
9. / Search- 1,244  
10. / My Tribe Content - 994  

Total Page Views: 36,119  
Top Countries:  
1. Australia 5,1156  
2. US 363  
3. India 97  
4. UK 66  
5. Singapore 58

I think you could say the project is successful so far.

Jonathon Hutchinson  
Community Manager | Social Media Producer | PhD Candidate  
+612 8333 1308  
@dhutchman  